Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit Outline:**

|  |  |
| --- | --- |
| **Student Friendly Learning Targets** | |
| **Knowledge**  **Targets**  *“What I need to know!”* | * I can understand and identify the following terms:  |  |  | | --- | --- | | Antagonist  Atmosphere  Character  Characterization  Chronological Order  Climax  Compare  Conflict  Contrast  Dénouement  Dialogue  Dynamic Character  External Conflict  Falling Action  Flat Character | Foreshadowing  Internal Conflict  Irony (verbal, dramatic, situational)  Plot  Protagonist  Resolution  Rising Action  Round Character  Setting  Static Character  Style  Suspense  Symbolism  Theme  Tone |  * I know when and how to properly cite quotations using page numbers. * I know how to write a literary paragraph. * I know how to write an opinion paragraph. * I know how to write a persuasive essay. * I know how to participate in a group by:   + understanding my function in the group   + doing my portion of the work   + participating fully in my group and encouraging others to do the same   + listening to others, and   + using time wisely, in and out of class. |
| **Reasoning Targets**  *“What I can do with what I know.”* | * I prepare for and participate in group and class discussions about the text. * I can answer comprehension and inferencing questions about the text (section quizzes). * I can explain why a quote is significant. * I can draw quotations from the text to support my own opinions and in preparation for group/class discussion. * I can draw quotations from the text to support theme statements. |

|  |  |
| --- | --- |
| **Skill Targets**  *“What I can demonstrate.”* | * I can use strategies before, during and after to better understand what is read. * I can identify and explain how the literary terms above support the themes of a story. * I can identify connections between what I have read and my own personal opinions, beliefs, and experiences. * I can demonstrate my ability to write literary/academic paragraphs in response to a prompt. * I can assess the strengths and weaknesses of my writing, and that of others, and make goals to improve the quality of my written responses. * I can understand and use a writing rubric in order to improve my written responses. * I can visually represent significant moments in the narrative from my own imagination. |
| **Product Targets**  *“What I can make to show my learning”* | * I can write at least one well-written paragraph per section of the novels which clearly demonstrates my understanding of issues and ability to connect the novel with life. * I can participate in an oral/visual final assessment (unit test) which will consist of participation in either:   + a mock courtmartial     - brief for the defence or prosecution (essay)     - “video” evidence (drawings)     - oral presentation of position in front of class   + or a psychologist’s report     - full report concerning character’s leadership ability (essay)     - “video” evidence (drawings)     - oral presentation of position in front of a panel * I can complete an essay on theme. |

Our novel for this unit is *Ender’s Game* by Orson Scott Card.

Classtime structure will change slightly for this unit. For the duration of this unit, you may continue to read a book of your choice during Daily Silent Reading, or you may choose to read in *Ender’s Game* (you will not have enough time in class to read the weekly section, so you will have to do a lot of your reading at home). We will go to a daily rotation as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| DSR  Section quiz (to be sure you’ve done the reading)  Theme Tracker (weekly jigsaw)  Reading/work time. | DSR  Discussion groups | DSR  Project groups  (double block) | DSR  Complete silent discussion questions during class (you may feel free to work on these during “down time” on other days. You can read in preparation for next week’s groups! | DSR  Hand in chosen silent discussion question(s).  Class discussion of section and/or teacher-directed lesson. |

Over the course of the first few days (April 8-10), we will do a short introduction to the novel, and go over the unit outline and structures; you will find out who is in each of your groups. Please note that you have quizzes on Mondays, and group work on Tuesdays and Wednesdays. These are ESPECIALLY bad days to be away.

You must read the section of the novel BEFORE the section quiz date. Dates, page numbers, sections, are all outlined below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section | Number of pages | Chapters | Pages | Quizzed on: |
| 1 | 26 | Third  Peter  Graff | 1-8  9-15  16-26 | Monday, April 13 (tests/quizzes) |
| 2 | 39 | Launch  Games  The Giant’s Drink | 27-36  37-53  54-65 | Monday, April 20 (tests/quizzes) |
| 3 | 54 | Salamander  Rat | 66-96  97-119 | Monday, April 27 (tests/quizzes) |
| 4 | 34 | Locke and Demosthenes | 120-153 | Monday, May 4 (tests/quizzes) |
| 5 | 73 | Dragon  Veni, Vidi, Vici  Bonzo | 154-172  173-199  200-226 | Monday, May 11  (tests/quizzes) |
| 6 | 98 | Valentine  Ender’s Teacher  Speaker for the Dead | 227-254  255-304  305-324 | \*\*Tuesday, May 19 (tests/quizzes) |

Other dates of interest:

Theme in-class essay: Friday, May 22 (X-Block)

Final presentations (unit tests): May 27-29.

Group Work

You will participate in three different types of groups during this unit. Below is an outline of each group and its functions.

**Theme Tracker**

This group will conduct a weekly “jigsaw” to help identify and discuss the themes of the novel. Each home group will have six members. During his or her reading, each member will try to find at least one quotation to support each theme: genius & innovation, effective/ineffective leadership, adult manipulation of young people, isolation & loneliness, humanity/inhumanity, and the justification of violence during war. Group members will be numbered off from 1-6.

In class, the home group will split up, and each member will get together with the same numbered people from other groups (all 2s together)—the “expert” group. Each expert group will get a theme assignment (“Today, 2s will discuss humanity/inhumanity”). Once the expert groups have shared their findings, students will return to their home groups and share what they’ve learned there. Each student will record at least 5 quotations to support each theme over the course of the novel, along with clear explanations, and create a theme statement for each.

*Evaluation: Students will write an in-class essay on one of the themes on May 22 (Formal Writing). Also, students will hand in a set of completed theme tracker forms—six in all—including theme statements (Assignments).*

**Discussion Group**

Each section of the novel has 4 to 7 higher-level questions for students to consider. In their discussion groups, students will discuss the questions for each section of the novel, giving their opinions and discussing the facts as presented in the book.

These discussion questions are the basis for the “Silent Discussion” journal entries that students will hand in each week. Once the group has discussed the week’s 4-7 questions, students may use the rest of their time in answering the questions in writing. It is important that students participate in the discussion, as others may have interesting or differing ideas, experiences, and points of view. Each Friday, one or two “Silent Discussion” journal entries will be chosen for handing in. These might be chosen by the teacher, selected randomly (die roll), or chosen by the student (“Hand in your best journal for this week”).

*Evaluation: Weekly journal entries (formal writing or assignment, depending on the entry) and periodic self- and peer- evaluation, along with teacher observation.*

**Project Group**

In the double block on Wednesdays, students will have the opportunity to work on their project presentations. They will participate as lawyers (for the prosecution or the defense) or as psychologists. The two projects are outlined below. Students may express a preference, but may not get what they ask for. While group work is expected, presentations are marked individually.

*Evaluation: These projects are the unit tests for this unit. Students will be given rubrics for each aspect of their evaluation (formal writing, visual representation, and oral presentation).*

Project Option A:

Psychologist’s Analysis

You are a psychologist who works for the International Fleet (IF). You have been asked to analyse Andrew “Ender” Wiggin, a child who has recently been sent to Battle School, to give your opinion of his leadership ability. Will Ender be the best leader of Earth’s space fleet? Will he give humanity the best chance for survival against the alien Formics, commonly called “Buggers”?

Only one leader for humanity’s fleet can be chosen. Only you can help the IF decide if Ender is “the one”.

Your task is as follows:

* Decide what qualities a person needs in order to be a good military leader. You may choose to work with other psychologists on developing a list. You may also choose to do some research, online or through interviews or other reading, to come up with a list of traits.
* Review all the material about Ender Wiggin. We have put together his experience in the form of a book, to make it easier to review.
* Decide whether Ender will be our best choice for leader of the fleet, based on his actions, thoughts and words, and on your list of leadership qualities.
* Write a formal report (*essay*) outlining how you know Ender is the wrong (or right) leader for the Earth’s armada. This report should contain five body paragraphs, with each paragraph discussing one leadership quality that Ender has (or lacks). See the officer assigned to you (Commodore Cousar) for a report outline.
* Deliver an oral summary of your report, three to six minutes long, to a panel of IF Admirals (some admirals who have been on this panel previously are Admiral Fedyna, Admiral Hildebrand, and Admiral Wade). This summary will be videotaped for later review by the Commander in Chief.
* During your oral summary, use video stills (*drawings you make*) to illustrate important examples of Ender showing his personality traits. You must include at least three video stills—more is recommended—that support your oral presentation.

The review panel will convene the week of May 25-29. You will be given a date, time, and place to present your information (*it’ll be during class time, but NOT in our room*).

Please address any additional questions to Commodore Cousar, as she can tell you what to expect from the panel, and what you are required to do before and during your presentation.

Project Option B-P:

Courtmartial

You are a lawyer who works for the International Fleet (IF). You have been asked to analyse the actions of Colonel Hyram Graff, former commander of the IF training facility known as “Battle School”, and former commander of the IF training facility commonly called “Command School”.

Many years of records have come to light, seeming to suggest that Col. Graff has mistreated the children under his care at Battle School and Command School. As a military organization for the entire planet Earth, the IF must put Col. Graff on trial for his actions.

You will be assigned to work for the prosecution (who say Colonel Graff should be put in prison for his mistreatment of the children at the schools he headed).

Your task is as follows:

* Read the material about Andrew “Ender” Wiggin’s experience, paying special attention to Colonel Graff’s actions, words, thoughts and motivations.
* Review the list of charges made against Colonel Graff (to be provided to you by the officer assigned to assist you—Commodore Cousar)
* With the rest of the prosecution team, create a case, with evidence, which will ensure a judge will find Col. Graff guilty. Remember that you will all be speaking in front of the same judge, so you will want to divide up the charges and evidence, and not overlap your statements.
* Individually prepare a brief (*an essay*) arguing your part of the overall case. Of course, you may discuss ideas with your colleagues, but the brief should be your writing alone.
* Individually also produce video stills (*drawings*) or physical evidence (*stuff you make*) which will enhance your case. At least three stills or objects are required. More is recommended.
* Prosecute the case—engage in a trial (*in-class debate*) in front of a military judge or judiciary panel, with jury (*the class*).

The trial will convene the week of May 25-29. You will be given a date and time to present your case (*it’ll be during class time*) in courtroom C141.

Please address any additional questions to Commodore Cousar, as she can tell you what to expect from the judge/panel, and what you are required to do before and during your presentation.

Project Option B-D:

Courtmartial

You are a lawyer who works for the International Fleet (IF). You have been asked to analyse the actions of Colonel Hyram Graff, former commander of the IF training facility known as “Battle School”, and former commander of the IF training facility commonly called “Command School”.

Many years of records have come to light, seeming to suggest that Col. Graff has mistreated the children under his care at Battle School and Command School. As a military organization for the entire planet Earth, the IF must put Col. Graff on trial for his actions.

You will be assigned to work for the defence (who say Colonel Graff should not be put in prison for his mistreatment of the children at the schools he headed).

Your task is as follows:

* Read the material about Andrew “Ender” Wiggin’s experience, paying special attention to Colonel Graff’s actions, words, thoughts and motivations.
* Review the list of charges made against Colonel Graff (to be provided to you by the officer assigned to assist you—Commodore Cousar)
* With the rest of the defence team, create a case, with evidence, which will ensure a judge will find Col. Graff not guilty. Remember that you will all be speaking in front of the same judge, so you will want to divide up the charges and evidence, and not overlap your statements. It is up to your team to decide on what grounds you think Graff should be found not guilty. He didn’t do it? Insanity? There was a good reason (like self-defence)? What he did wasn’t mistreatment? Some combination of these? Some other reason? You must agree on the overall strategy!
* Individually prepare a brief (*an essay*) arguing your part of the overall case. Of course, you may discuss ideas with your colleagues, but the brief should be your writing alone.
* Individually also produce video stills (*drawings*) or physical evidence (*stuff you make*) which will enhance your case. At least three stills or objects are required. More is recommended.
* Prosecute the case—engage in a trial (*in-class debate*) in front of a military judge or judiciary panel, with jury (*the class*).

The trial will convene the week of May 25-29. You will be given a date and time to present your case (*it’ll be during class time*) in courtroom C141. Please address any additional questions to Commodore Cousar, as she can tell you what to expect from the judge/panel, and what you are required to do before and during your presentation.